

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Section	Area	Page #
I	Identification	1
II	Comprehensive Review and Analysis (CRA)	1-3
III & IV	State Plan Implementation Progress Report	3-42
	Goal 1 – Community Supports & Services	5-21
	Goal 2 – Mental Health	21-29
	Goal 3 – Advocacy & Leadership	29-42
V	Council Financial Information	42-44
VI	Measures of Collaboration	44-45

SECTION I: IDENTIFICATION

1. State/Territory: South Dakota
2. Federal Fiscal Year Reporting: October 1, 2021 through September 30, 2022
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SECTION II: COMPREHENSIVE REVIEW AND ANALYSIS

PURPOSE: To provide an update to the Comprehensive Review and Analysis [Section 124(C)(3)] of the state plan.

The South Dakota Intellectual/Developmental Disabilities service system supports about 6,000 individuals between two Home and Community Based Services (HCBS) waivers as well as an estimated 120 individuals across three Intermediate Care Facilities for Individuals with Intellectual and Developmental Disabilities (ICF/IIDD or ICF). South Dakota has one public ICF facility at the South Dakota Developmental Center (SDDC) and two private ICF youth facilities.

The Division of Developmental Disabilities (DDD) continues to improve services and access to the Family Support 360 (FS360) waiver. New waiver services were proposed and approved as part of the FS360 waiver renewal submitted to the Center for Medicaid and Medicare Services (CMS) in March 2022. The DDD continues to address accessibility to waiver services, quality of service delivery to include person-centered practices and Charting the LifeCourse, provider infrastructure, information sharing and stakeholder engagement.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Due to the declared Public Health Emergency (PHE), there were various changes within the CHOICES waiver including CMS approved flexibilities in identified services. These PHE flexibilities have allowed Community Support Providers the ability to offer day services in homes, provide virtual services, and pause specific certification requirements. These flexibilities remain in place throughout the PHE. In addition, DDD is exploring opportunities to continue to offer similar flexibilities as the system unwinds from the PHE by researching similar options for consideration in future waiver renewals.

Over the last year, there has been continued growth in the overall continuum of care services in the I/DD service system in South Dakota. This includes behavioral and crisis consultation and provider specific expansion of behavioral support services. This focus will continue as DDD and stakeholders continue to work towards ensuring Home and Community Based Services (HCBS) settings continue to meet CMS final rule requirements. Currently, HCBS settings are being monitored and verified to ensure compliance by the March 17, 2023, CMS deadline.

In 2020, as required within South Dakota Codified Law Chapter 28-22, the community support provider (CSP) rate-setting workgroup was established with the purpose of identifying true costs of services within the current CSP reimbursement methodology for services and supports delivered within the CHOICES Medicaid waiver. This work was paused due to the public health emergency; however, in June 2021 the workgroup resumed and in FFY22 was able to successfully produce a redesigned CSP rate methodology. This work continued into 2022 calendar year to ensure that waiver services align with the rate methodology as required by CMS as part of the CHOICES waiver renewal process, due to CMS March 1, 2023.

2022 Annual Waiver Assurances:

- DDD was required to complete 178 CHOICES reviews in FY22.
- DDD was required to complete 239 FS360 reviews in FY22.
- Six of the thirty-four performances measures in FY22 fell below the 86% threshold.
 - DDD identified mitigation plans to address the performance and ensured measures moved into the approved threshold.

The SD Department of Health created a Statewide Health Improvement Coalition. The mission - to improve population health in South Dakota, the public health system must engage nontraditional partners to focus on various determinants of health that affect a broad range of health and quality of life outcomes. The P&A director is a member of the Coalition and provides updates at the monthly DD Network meetings.

During FFY22, the Center for the Prevention of Child Maltreatment received a HRSA Early Childhood Comprehensive Systems (ECCS) Grant. ECCS goals and objectives aim to increase statewide access to integrated, effective, culturally appropriate, evidence-based early developmental health and family well-being promotion, prevention, and early intervention practices and services during the prenatal and early childhood period. Earlier family engagement in high-quality comprehensive services supports long-term family

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

protective factors, reductions in risks to health and development, and improvements in indicators of health and well-being.

The HRSA ECCS grant requires the awardees to conduct a System Asset and Gap Analysis (SAGA) based on existing needs assessments and strategic plans. Seven focus groups were conducted inviting subject-matter experts and families in the following topics: medical, dental, behavioral health, prenatal and parenting education and supports, disabilities, legal / safety, and childcare. Another focus group with just families that have children with special needs, who live in rural and frontier counties, and whose children are on Medicaid was also conducted.

Panel discussions were conducted and recorded for Summit attendees to view prior to the strategic planning session. The panelists included subject matter experts and family members that have struggled with or have expertise in each issue. The panels addressed the strengths of the systems in South Dakota as well as opportunities for improvement. In the area of Medical and Disabilities the following issues were identified for consideration to address in coming years: Medicaid expansion, well child checkups, comprehensive screening and connection programs, special health care needs, distance to medical appointments, lack of specialists, infant sleep education, low birth rate, group prenatal care, lack of transition care especially among American Indians, financial assistance for families, missing school or work and more awareness of services like Birth to Three.

2022 Legislative Session:

The Legislature approved funding for DDD which allocated growth in services across both the CHOICES and Family Support 360 waivers guaranteeing the continuation of services for participants supported. House Bill 1129 passed that prohibits discrimination in access to organ transplantation based on physical or mental disability.

SECTION III: STATE PLAN IMPLEMENTATION

PURPOSE: To provide the context of what will be reported in the PPR.

A. Introduction

The Council's Five-Year State Plan includes three goals/targeted areas of emphasis – Community Services and Supports, Mental Health and Advocacy and Leadership (Quality Assurance).

The Council collaborates with many organizations across the state to offer training and professional development opportunities for people with intellectual and developmental disabilities (IDD), their family members, guardians, and service providers. The Council grantees were focused on training for first responders, childcare providers, family members and guardians, youth with disabilities, special education professionals, people with IDD and specifically Native Americans with disabilities and their families.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Significant accomplishments this year were working with the Supporting Families Community of Practice, reaching 700+ graduates of Partners in Policymaking, continued interest in the First Responder Disability Awareness Training and First Responder Advocacy Training, and reaching 60 Native Americans with disabilities and their families through a new curriculum developed by Oyate Circle. Barriers to implementation included ongoing issues related to the public health emergency limiting grantee activities and a limited amount of Council staff time to further some state plan activities.

No amendments will be needed to the state plan at this time.

Dissemination of the annual report happens through placement of the full report and a summary on the Council's webpage and the Boards and Commissions website and promotion of the availability of the report on Facebook and thru available newsletters. Copies are provided as requested and in alternate formats as needed.

Cultural Diversity is continuously addressed when considering when and where the Council hosts activities. Grantees must talk about their efforts to reach culturally diverse groups within their applications and throughout their reporting. Relationships developed over the years continue to be an important factor and when requested, members of the DD Network collaborate to ensure that we participate and build new relationships as much as possible. With the Council providing funding for an advocacy and leadership training for Native Americans with disabilities and their families, we are hopeful that more Native Americans will be participating in future activities. The Council has discussed various ways to reach the many cultural and ethnic groups that are often centered around our largest community of Sioux Falls. Council staff hope to reach out to some of the non-profit organizations that serve those groups during this state plan cycle.

B. Evaluation of State Plan Implementation [Section 125(c) (5) and (c)(7)]

B1. Evaluation Activities

Most evaluation activities are done by grantees over the course of their grants. Grantees are asked to complete monthly or quarterly reports that are reviewed by the Council director and shared with the full Council. Grantees complete an annual survey and provide performance measures and stories. The Council discusses reports from grantees or has presentations at its meetings to learn more and hear the accomplishments and barriers directly from grantees. Council members use these presentations and updates from the director to review the state plan goals and objectives and make any changes needed.

B2. Evaluation Results

Overall, the grantees reported progress in meeting their expected outcomes and satisfaction from people with intellectual and developmental disabilities and family members participating in activities. The Council is achieving progress across all goals though some goals have been limited. The public health emergency still impacted some grantee activities.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Overall, people with IDD and their families have been satisfied with the activities conducted by the Council and its grantees. The Council needs to provide additional support to grantees to include the Participation Information for people with IDD and their families so this can be reported more accurately in the future.

B3. Lessons Learned and Future work of the Council

The Council considers the reports, evaluations and data from Grantees as it reviews the progress achieved on the state plan and reviews how we gather and share information. As a minimum allotment state, the Council works with just one staff. This has limited their ability to do outreach but with the self-advocacy organization support moving to a grantee again, it is hoped that more outreach, presentations, and advocacy will occur.

C. Input on National Priorities

Wages, recruitment, and retention of Direct Support Professionals (DSPs) and guardianship/supported decision making are areas we discuss often. Lifespan Respite Care and collaboration with the Aging and Disability Resource Centers remains a priority as well. All efforts to continue these types of programs is beneficial to South Dakota.

SECTION IV: STATE PLAN IMPLEMENTATION PROGRESS REPORT

Section IV.A. Detailed Progress Report on Goals

Goal # 1: Community Supports and Services – By 2026, people with intellectual and developmental disabilities and their families have increased awareness of resources to improve access to information and services.

State Plan Objective 1: Each year of the state plan, the Council will share resources and information through multiple media formats weekly and specifically target 6 new groups or locations (such as clinics, schools, nursing students, etc.).

Overall description of this objective:

During development of the state plan, the Council heard from families and self-advocates that finding the information they need could be difficult and time consuming. Key activities for this objective include continuing support for the National Community of Practice on Supporting Families; development of general awareness resources; supporting parents and self-advocates to participate in workgroups and conferences; creation of a website that can be a hub for statewide disability information and resources; and hosting booths and displays (as well as doing presentations) at conferences.

Expected Outputs

- a. 4 Charting the LifeCourse Framework trainings will be held with 20 family members and 4 adults with IDD participating.
- b. 26 social media posts, newsletters, articles, PSAs were developed and shared weekly on disability awareness topics and resources.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

- c. 20 self-advocates with IDD and 40 family members/guardians will receive assistance to attend workshops and conferences
- d. Creation of a website as a hub for disability information and resources is completed and continuously updated.
- e. Sharing of information and resources at 3 conferences with outreach to 100 people.

Outputs Achieved

- a. 7 Charting the LifeCourse Framework trainings were held with 319 family members and 112 adults with IDD participating.
- b. 265 Facebook posts were created and/or shared on disability topics and resources.
- c. 13 self-advocates with IDD and 33 family members/guardians received assistance to attend workshops and conferences.
- d. Creation of a website was discussed with some preliminary work started.
- e. Information and resources were shared at 5 conferences reaching more than 600 people

Progress Report

The **South Dakota Supporting Families Community of Practice (CoP)** is in its 6th year of working together. It has a core team that meets monthly with the National CoP staff to share what we are doing and learn from other states. This core state team includes the Council director, 2-3 Division of Developmental Disabilities (DDD) staff and 2 ambassadors (family members). The Supporting Families CoP State Team (consisting of the core team, ambassadors, other state agencies, non-profit advocacy groups, community support providers, parents, family members, guardians and people with I/DD) continued to meet quarterly using Zoom.

For this year, the SD Supporting Families CoP had 2 main areas of activities – Active Stakeholder Engagement and Communication

IFA 1.1 – # of people with I/DD participated in activities - 112

IFA 1.2 – # of family members participated in activities – 319

SC 1.4 – # of people were trained or educated - 1029

Family and Self Advocate Conversation sessions were held quarterly in Nov, Feb, May and Aug as a platform to share information and receive input from people with I/DD and their families to inform policy decisions. Quarterly Stakeholder Collective sessions were held for providers, board and council members, and others. Let's Talk LifeCourse sessions were held on "Caring for and Caring about", Aging and ABLE Accounts. Ten South Dakotans completed the Ambassador series (3 were family members). Three presentations were given at the Statewide Special Education Conference – two about how Charting the LifeCourse fits into the process of identifying goals and supports as part of the IEP (individual education plan) and one on how to ease the transition from school to adult life using Charting the LifeCourse.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

DDD in partnership with the Department of Social Services/Child Protective Services (CPS) continued with a workgroup that provided regional training workshops for family services specialists and supervisors. The Workgroup engaged in meaningful conversations surrounding how best to support children with IDD within the foster care system, completed a needs assessment to identify the human needs and system needs of those accessing both CPS and DDD services; created capacity for more “family home” settings for children with IDD; identified needed staff education and training on how to support a child with an IDD; and recruitment and training for foster parents and respite providers who care for children with IDD.

DDD held monthly learning opportunities to sustain person-centered practices and Charting the LifeCourse. In April 2022 DDD unveiled the Support Coordination Foundational Series that provides an overview of person-centered practices and Charting the LifeCourse framework as it relates to the role of CHOICES Case Managers and Family Support 360 Coordinators.

SC 1.1 – # of policies or procedures created or changed - 3

DDD in collaboration with CPS developed an assessment process for when a child comes into custody and there is a suspected IDD but no current evaluations; created a referral process for Family Support 360 Waiver services; and developed a collaborative transition process when a child with IDD leaves CSP custody.

SC 1.3 – # of promising practices or best practices created or supported - 3

The Charting the LifeCourse Framework and Philosophy through the National Community of Practice for Supporting Families is a best practice that was supported.

A promising practice was created by a family member/LifeCourse Ambassador who worked with the Oyate Circle staff to include Charting the LifeCourse principles into their project providing advocacy and leadership training to Native Americans. In addition to presenting at their sessions, the trajectory and integrated supports star were revised to incorporate native colors and language.

Another promising practice through the DDD and CoP was to work with the LifeCourse Nexus to produce videos that are intended to be resources for family members and people with IDD. Topics include: What is an ISP (Individual Support Plan)?; How do I know if my family member is eligible for services? What is the difference between the CHOICES and Family Support 360 Waivers? What can I expect from my Case Manager or Family Support Coordinator? How do I find and select a provider? What is self-direction and how does it work?

SC 1.5 – # of Council Supported Systems Change activities – 1, the SD Supporting Families CoP

SC 2.1.1 - # of policy, procedures, statutes or regulation changes improved - 3

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

SC 2.1.2 - # of policy, procedures statutes or regulation changes implemented – 3 (same as SC 1.1)

SC 2.1.3 - # of promising and/or best practices improved – 1 (Supporting Families CoP)

SC 2.1.4 - # of promising and/or best practices implemented – 3 (same as SC 1.3)

To encourage family members and adults with disabilities to attend a variety of conferences and workshops, the Council has provided **Travel Assistance** for many years. Council funds are limited but always appreciated as many families share that without the assistance, they would not be able to financially afford to attend and gain the knowledge they need to help their family member(s) with disabilities. Due to the ongoing pandemic, travel assistance requests were limited again this year.

IFA 1.1 - # of people with IDD participating – 13

IFA 1.2 - # of family members participating - 33

Assistance was provided to 33 family members and 13 people with I/DD

IFA 3.1 - # of people with IDD satisfied – 4 responded and 4 were satisfied

IFA 3.2 - # of family members satisfied – 17 responded and 17 were satisfied

Follow-up data includes satisfaction with the Council's travel assistance program.

SC 1.4 - # of people trained or educated through Council systems change activities

The travel assistance participants reported that they shared the knowledge they gained with 125 people - 71 family members and people with I/DD, 54 professionals.

The Council has a grant with the Center for Disabilities for **Public Information**. Through this grant, infographics and videos were created on Supported Decision Making, How an Idea Becomes Law, the Importance of Booster Shots and six testimonials of why self-advocates got their COVID-19 vaccine. These were shared via email to over 400 people on the Council's listserv and shared on Facebook on the Council's page and the Center for Disabilities' page. Hard copies of the Resource Guide for People with Disabilities, Fetal Alcohol Spectrum Disorder (FASD) Handbook, Developmental Disabilities Handbook, and FASD Education Strategies Handbook were shared at all informational booths at conferences. Electronic copies of the above resources as well as the Birth to 3 LibGuide, Deaf-Blind LibGuide and Autism Handbook/Autism LibGuides were accessed over 1600 times via the web. Every 12-18 months, the Center publishes a Possibilities Magazine that features employment success stories of people with developmental and other disabilities and may include information on programs available within South Dakota. Over 100 copies of the magazines from 2015-2021 were disseminated at booths and conferences.

SC 1.4 – 850 people were educated. The Council estimates that many people accessing or receiving a hard copy of materials picked up a minimum of 2 items. When people are accessing the materials at conferences, they often talk with the person at the booth regarding current issues, new resources, etc. Conferences attended by the Center or Disabilities' and/or Council staff include the Fall Rehab Conference (150 attendees), Special Education Conference (400 attendees), Family Childcare Professionals

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Conference (60 attendees), SD Early Childhood Education Conference (200 attendees), Partners Continuing Education (125 attendees), SD NAMI Conference (65 attendees) and Lighting the Way Autism Conference (200 attendees).

Through this grant, the Center for Disabilities assists the Council in hosting a Facebook page and sharing content. 265 posts were made covering topics such as upcoming events, surveys, National Disability Employment Awareness Month events, tips for self-care and many other topics, post-secondary options available in SD, applications for board positions and awards, guardianship, benefits specialists program, special education, mental health, SD Advocates for Change, grant activities, childcare and early learning, legislative updates, inclusion, DD Awareness Month and more. The Council currently has 400 followers.

Website development - Council staff have done some preliminary information gathering in preparation to find an agency to assist in creation of a website for the Council that can serve as a hub for disability information. This activity should be developed during FFY23.

Expected Outcomes

- a. People with IDD and their families are more knowledgeable about Charting the LifeCourse Framework through the National Community of Practice on Support Families.
- b. A wide variety of people see and interact with social media posts, newsletters, articles and PSAs that increase their awareness of disabilities and disability issues.
- c. The website/disability hub makes it easier for people with disabilities and families to locate information they need.
- d. A variety of people, providers and communities learn about resources and have opportunities to ask questions about the Council and its activities.

Outcomes achieved

- a. More people with IDD and their families were educated about Charting the LifeCourse Framework.
- b. There was some interaction through Facebook regarding posts and many were shared to broader audiences.
- c. Many people attending conferences were able to talk with Council staff regarding the Council and its activities.

Progress towards achieving outcomes for overall objective:

Some progress was made in sharing information and resources to people with IDD and their families. More targeted activities need to be done for future years, and the creation of the website will increase access to resources across multiple areas of the state plan.

State Plan Objective 2: Each year of the state plan, the Council will collaborate with others to support at least one professional development opportunity for community-based providers, family members, guardians, and people with IDD.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Overall description of this objective:

Building capacity of direct service providers as well as people with IDD and family members has been a high priority for the Council for many years. Many budgets do not include enough money for training and the Council has found many benefits to supporting these opportunities.

Expected Outputs

- a. 20 B-3 providers and early literacy providers received training.
- b. 20 first responders participated in disability awareness training and 5 completed the train-the-trainer opportunities
- c. 15 people with IDD and their family members participated in disability awareness training on working with first responders.
- d. 100 providers, people with IDD, family members or guardians participated in a professional development event.

Outputs Achieved

- a. 73 Birth to 3 providers and early literacy providers received training.
- b. 70 first responders participated in disability awareness training and 7 completed the train-the-trianer opportunities.
- c. 21 people with IDD and their family members participated in disability awareness training on working with first responders.
- d. 200 providers, people with IDD, family members or guardians participated in the Lighting the Way Autism Conference.

Progress Report

The **Bright Beginnings Engaging Families** project emphasizes helping families and guardians actively engage in the development and learning of their children with disabilities or developmental delays. Training is provided to Birth to Three service providers (physical therapists, occupational therapists, early childhood special education teachers and speech and language pathologists) and is modeled after University of Nebraska Lincoln's evidence based Getting Ready model. The Service Providers learn and apply strategies to strengthen parent-provider relationships, collaborate with early care providers, and build families' competencies and confidence.

The training consists of self-paced online modules, a live seminar, small group coaching sessions and individual coaching sessions. Peer Coaches provided feedback, insight and technical assistance to help the trainees apply the Bright Beginning Engaging Families' strategies with fidelity through evaluation of video recordings of family visits and virtual coaching sessions. They use evidence-based tools to complete a reliability review to ensure fidelity. Master Coaches serve as a resource to their assigned Peer Coaches and provide them with monitoring and technical assistance to complete the above-described activities. Master Coaches confer with Peer Coaches and compare ratings to make a determination on each trainees' reliability review.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Services are provided using a family centered approach where families choose the services and outcomes important to them. Service providers then provide individualized support to families which allows them to implement therapies and support their child's development in a natural way that becomes integrated into the families' daily routine. Empowering families of the youngest children allows them to be effective advocates and teachers in the present and in the future.

Birth to Three services are available to all children living in South Dakota including high poverty areas and Native American Reservations. In addition to children with cognitive delays, children with physical delays and disabilities are served by Birth to Three programs using the same family centered approach.

Evaluation information is collected from trainees during and after the training and coaching pods. 67 trainees responded sharing that the program met expectations for 48 trainees and exceeded expectations for 18 trainees. Comments from trainees regarding what they learned included: the positive impact of the coaching model; how I can empower parents and families to take the lead in helping their children progress in all areas of concern; how important it is to give parents the tools and confidence to do the intervention themselves; the entire model and how home visits should flow has really influenced my belief moving forward about having the family at the center of the visit at all times; how I can apply this to my families in IEP meetings or even with my students – I need to ask parents and students what they really want for their child or themselves instead of always just telling them; and how to give more power back to the families we work with and why that is important – it challenged my thinking and my skills.

All parents who have received early intervention services with the Bright Beginnings Model were surveyed and 97% of the parents agreed or strongly agreed that participating in early intervention services has helped the family effectively communicate their children's needs and 99% reported that services have helped the family help their children develop and learn.

SC 1.3 – Promising or best practices supported – 1, Bright Beginnings

SC 1.4 – # of people trained or educated – 73 providers

During FFY22, 73 trainees reported serving 103 children and their families; 52 trainees participated in coaching pods and completed the reliability review. The remaining trainees will join pods in the next cycle.

SC 1.5 – 2 systems change activities with organizations actively involved

The systems change activities supported through this grant are the implementation of the Bright Beginnings Engaging Families model and the Child and Family Literacy Course for Birth to 3 services providers. The Child and Family Literacy Course for Birth to 3 providers was held in the summer of 2022; participation was limited but the information gained from this course will enhance additional early literacy training opportunities for service providers offered in the future.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

SC 2.1.4 – Promising or best practices implemented – 1, Bright Beginnings

Niagara University First Responder Disability Awareness Training (NUFRDAT) has developed the nation’s only comprehensive disability awareness training for fire fighters, emergency medical services, 9-1-1 telecommunicators and law enforcement. The signature program is a customized Train the Trainer curriculum for each discipline. Because of the pandemic, NUFRDAT offered virtual trainings and developed an online training for law enforcement.

The First Responders Advocacy Training (FRAT) was provided virtually throughout the year. This brings persons with IDD, parents and service providers together to learn about how to advocate with first responders. It calls them to action in the form of outreach to the local departments to ensure they are aware of SD FRDAT, send personnel to the training programs, train their personnel and be available as a resource, if appropriate, to the department. Certificates are provided to those who carry out the activity. All input into the program model is encouraged and welcomed. FRAT welcomes individuals across the disability spectrum.

NU FRDAT continued its work with the tribal nations through Oyate Circle, based in the Center for Disabilities (UCEDD). The next step is a customized curriculum and presentations in collaboration with our Sioux partners.

The Advisory Council continued to meet; provided ongoing direction on SD specific topics related to their field as well as assisted in outreach; and each member served as a representative of their profession or interest. Members include staff from the Division of DD, Center for Disabilities, Disability Rights SD, Oyate Circle, Sheriffs Association, 2 local law enforcement officers, family member and self-advocate.

IFA 1.1 – 11 people with disabilities participated in FRAT sessions

IFA 1.2 – 10 parents or family members participated in FRAT sessions

IFA 2.3 – 11 PwDD and 10 family members were better able to say what they want or say what is important to them

IFA 2.4 – 11 PwDD and 10 family members are participating in advocacy activities

IFA 2.5 – 1 person with IDD participated in advisory groups

IFA 3.1 – 100% (online FRAT evaluations – 11 responded)

IFA 3.2 – 100% (online FRAT evaluations – 10 responded)

SC 1.3 – 1 promising practice or best practice was created

The promising practice created is believed to be the nation’s first First Responder Tribal Nation Disability Awareness Training. This was done in conjunction with the Center for Disabilities’ Oyate Circle.

SC 1.4 – 70 first responders were trained in person and virtually

SC 2.1.4 – 1 promising or best practice was implemented (see SC 1.3)

The **Lighting the Way Autism Conference** was held in-person in June 2022. The Planning Committee includes six agencies whose representatives reviewed the

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

evaluations from previous years to select presentations for the conference. Topics covered included: inclusive post-secondary education, increasing communication through Augmentative and Alternative Communication, ADA protections for children with disabilities, art therapy for all, collaboration in employment and independent living, transitioning from IFSP to IEP, legal protections under IDEA and Section 504, music therapy, PEERS social skills training, transition, and more.

SC 1.4 – 200 people were trained or educated including parents and family members of people with autism

IFA 1.1 - # of people with IDD participating - 8

IFA 1.2 - # of family members participating – 10

IFA 3.1 - % of people with IDD satisfied –

IFA 3.2 - % of family members satisfied -

Conference attendees were asked to complete an electronic or paper evaluation at the end of the conference. 45% of attendees responded. Each session was evaluated as well as the overall conference. The Council’s Consumer Satisfaction Survey was completed by 58 people (10 family members, 17 disability service providers, 67 other providers such as educators, OT, PT, physician and a parent counselor. 53 respondents were satisfied with the conference.

The Right Turn received a grant to provide **Inclusion Kits** for registered or licensed childcare providers within either region. Region 2 serves 12 counties in south central South Dakota including three Native American reservations. The Inclusion Kits held a variety of books to help children learn about inclusion and disability awareness. 26 childcare providers received kits. Inclusion Folders were provided to 50 family childcare providers with the Rosebud Sioux Tribes. Additional kits were created for the Early Childhood Enrichment Center’s Lending Library. A virtual training was held to review the contents of the kits with 20 providers. Two additional trainings, “Enriching Early Childhood Environments with American Sign Language (ASL)” were provided to 23 attendees. A survey was sent electronically to the providers with limited responses. Pre and post tests were completed for the virtual session and two ASL classes.

SC 1.3 - # of promising practices or best practices created or supported – 1, Inclusion Kits and trainings

SC 1.4 - # of people trained or educated – 99 childcare providers received training and resources

SC 2.1.3 - # of promising or best practices implemented – 1, Inclusion Kits and trainings

Expected Outcomes

- a. Community-based providers are more knowledgeable about working with adults and children with IDD.
- b. First Responders are more knowledgeable about working with people with IDD.
- c. People with IDD, family members and guardians are provided learning opportunities with community-based provider staff.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Outcomes achieved

- a. Birth to 3, early literacy, educators, and other community-based providers received training and are more knowledgeable about working with adults and children with IDD.
- b. 70 first responders are more knowledgeable about working with people with IDD.
- c. People with IDD, family members and guardians were provided learning opportunities with community-based providers.

Progress towards achieving outcomes for overall objective:

Outcomes for this objective were met for FFY22. The Council collaborated with several entities and successfully supported several professional development activities that included people with IDD, family members or guardians and professionals within a variety of community-based providers (developmental disabilities, education, OT, PT, first responders, and more).

State Plan Objective 3: Each year of the state plan, the Council will collaborate to improve policies and practices at a minimum of 3 agencies providing services to transition age youth.

Overall description of this objective:

During development of the state plan, the Council continues to hear from parents and guardians about the need for more and better information related to transition services and the shift from school education to work or adult services. The objective plans to reach providers and develop or revise resources to assist in the transition from school or work or adult services.

Expected Outputs

- a. 3 schools will participate in the Community-Based Transition Partnership to improve transition services for youth with IDD.
- b. 5 parents and self-advocates will participate in the development and review of new resources for transition age youth

Outputs Achieved

- a. At least 10 schools were represented by educators/staff participating in Council supported projects.

Progress Report

The **Community Based Transition Partnership** grant was supported by the Center for Disabilities for a second year. Due to several unplanned illnesses and hospitalizations, the staff were unable to complete the activities as expected.

SDSU Brookings Project SEARCH received funding to assist staff to attend the International Project SEARCH 2022 Conference. Participation in the conference provides networking and educational opportunities not available elsewhere. SDSU Brookings

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Project SEARCH is a unique business-led transition program for students age 18-21 with disabilities. Designed as an internship program, Project SEARCH gives students with disabilities the opportunity to put employability skills into practice. Students learn employability skills in the classroom and job skills while participating in targeted internships at the host business.

SC 1.1 - # of policy and/or procedures created or changed – 1

VocFit is now mandated through all Project SEARCH locations. VocFit is a valid and reliable tool to assess intern's abilities throughout 133 different areas. This helps match them to internships they will learn from and vocational opportunities that they will thrive in. This software correlates with the O*NET and can even pull up vocational opportunities that identify ideal conditions of work. After returning from the conference, the Brookings program set up an account and will be implementing this fall. Division of Rehabilitation Services staff are coordinating a meeting for other Project SEARCH sites to learn about the program and begin use.

SC 1.3 - # of promising practices and or best practices created or supported – 1, SDSU Brookings Project SEARCH

SC 1.4 - # of people trained or educated – 1 staff

SC 2.1.1 - # of policy, procedure, statute or regulation changes improved- - 1, use of Voc Fit

SC 2.1.3 - # of promising and/or best practices improved – 1, SDSU Brookings Project SEARCH

SC 2.1.4 - # of promising and/or best practices that were implemented – 1, Voc Fit

The **Program for the Education and Enrichment of Relational Skills (PEERS®) for Adolescents Training** hosted by the Center for Disabilities was supported by the Council. 22 South Dakota professionals were certified to implement this evidence-based social skills curriculum for adolescents and young adults with autism spectrum disorders. After the 3-day training event, an online survey was provided to each participant and 19 responded (12 disability service providers, 1 family member, 1 person with IDD and 1 public policy maker),. 4 participants reported they provide services to youth and adults who reside on a Native American reservation. All 19 reported they had a significant increase in knowledge and understanding after attendance. 100% indicated they were satisfied with the training.

IFA 1.1 – # of people with IDD participating – 1

IFA 1.2 - # of family members participating – 1

IFA 3.1 - % of people with IDD who are satisfied with the activity – 100%

IFA 3.2 - % of family members who are satisfied with the activity – 100%

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

SC 1.3 - # of promising and/or best practices created or supported – 1, PEERS® training for adolescents

SC 1.4 - # of people trained or educated – 20 providers and policymakers

Expected Outcomes

- a. Schools participating in the Community-Based Transition Partnership improve transition services for youth with IDD and share their knowledge with other school districts.
- b. Resources are guided by what parents and self-advocates need and in a format that works for them.

Outcomes achieved

- a. School participating in the PEERS® Social Skills Training will be improving transition services for youth with IDD.

Progress towards achieving outcomes for overall objective:

Minimal progress was made on this objective. Due to several illnesses this past year, progress was not made on the Community Based Transition Partnership that was to have been the main activity for this objective. An unexpected outcome was the number of schools participating in the PEERS ® Social Skills Training.

State Plan Objective 4: If needed, each year of the state plan, the Council will support activities related to emerging needs for people with IDD impacted by a public health emergency or natural disaster.

Overall description of this objective:

The Council wanted to have options available to respond to emerging needs for people with IDD impacted by a public health emergency or natural disaster.

Expected Outputs

- a. Council members and staff participate in at least 3 workgroups or committees related to community-based services and supports.
- b. A minimum of 1 activity will be supported for an emerging issue, if needed.

Outputs Achieved

- a. Council staff and members have participated in 5 workgroups or committees where current trends and needs were discussed.
- b. No activities were needed in FFY2022

Progress report

Council members and staff participated in the Division of Developmental Disabilities' Stakeholder Collectives, Family and Self-Advocate Conversations and Family Support Council meetings. Council staff participated in the Early Learner South Dakota Public Policy and Collaboration Workgroups, HRSA Early Childhood Comprehensive Systems grant focus groups and summit, and the Employment First Alliance. Updates on these

**FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities**

meetings are shared with the Council at meetings and through the sharing of minutes of the meetings.

Expected Outcomes

- a. Council members and staff share emerging issues and knowledge gained from the committees with the full Council and others.
- b. Community-based services and supports are improved based on activities completed.

Outcomes achieved

- a. Council members and staff shared information learned at the workgroups and meetings at the Council meetings.
- b. No activities were needed in FFY22

Progress towards achieving outcomes for overall objective:

No activities were needed in response to a public health emergency or natural disaster.

Goal #1 – Community Supports and Services – Narrative

Goal - By 2026, people with intellectual and developmental disabilities and their families have increased awareness of resources to improve access to information and services. The objectives included: sharing resources and information through multiple formats; collaborating on a professional development opportunity, collaborating with agencies serving transition age youth and emerging needs related to public health event or disaster.

Some progress was made in achieving this goal as the sharing of resources and professional development activities were completed. But limited progress was made in working with agencies serving transition age youth due to unforeseen illness of the lead grantee staff.

**Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)**

Demographic Data **

****This is an aggregated number from all individual responses collected for the reporting FFY.**

Race/Ethnicity	#	%	Gender	#	%
White, alone	14		Female	7	
Black or African American alone			Male	4	
American Indian and Alaska Native alone	4		Other		
Hispanic/Latino					
Asian alone					

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Native Hawaiian & Other Pacific Islander alone				
Two or more races	20			
Race unknown	01			

Category	#	%
Individual with DD	11	
Family Member	10	
Geographical		
Urban	6	
Rural	15	

I. Output Measures

Objective #	Performance Measure	Performance Measure
	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported in activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems
	Obj 1 – 125 Obj. 2. – 19 Obj. 3 – 1	Obj. 1 – 352 Obj. 2 – 20 Obj. 3 – 1
Denominator: TOTAL # of Survey or Evaluation Respondents:	Obj 1 – 13 Obj. 2 – 19 Obj. 3 – 1	Obj. 1 – 33 Obj. 2 – 20 Obj. 3 – 1

Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	70%

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	70%
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Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what they want/say what is important to them	Obj. 2 Total # of Sub-Outcome Respondents:	11	10
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # IFA1.1 total = 100%	Total sub-outcome # IFA1.2 total = 100%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Obj. 2 Total # of Sub-Outcome Respondents:	11	10
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # IFA1.1 total = 100%	Total sub-outcome # IFA1.2 total = 100%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Performance Measure	# People with DD	# Family Members
IFA3 The percent of people satisfied with a project activity.	73%	70%

Section IV.C. System Change Performance Measures (By Goal)

SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)
	4

SC 1.2 The number of statute and/or regulations created or changed	Number (#)

SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)
	6

SC 1.4 The number of people trained or educated through Council systemic change initiatives	Number (#)
	2,267

SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)
	3

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	7

**FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities**

<p>SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)</p>	<p>9</p>
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Sub-Outcome Measures		
	<p>SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.</p>	<p>SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented</p>
<p>Total # of Sub-Outcome Respondents:</p>	<p>4</p>	<p>3</p>
	<p>SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change activities.</p>	<p>SC 2.1.4 # of <u>promising and/or best practices</u> implemented</p>
<p>Total # of Sub-Outcome Respondents:</p>	<p>3</p>	<p>6</p>

Goal # 2: Mental Health - Mental Health - By 2026, people with intellectual and developmental disabilities have improved access to individually designed mental health services in their own communities

State Plan Objective 1: In FFY2022 and in FFY2026, the Council will collaborate to complete an assessment of the capacity of the current system to support people with IDD and mental health concerns in their communities.

Overall description of this objective:

In preparation of the Council’s new state plan, there were many comments and questions from family members regarding the need for more access to mental health services for children and adults with IDD who also have co-occurring mental health disabilities. It was determined that a current assessment of the status of mental health services for people with IDD was needed and that this assessment should be repeated near the end of the five-year period.

Expected Outputs

- a. One assessment will be completed.
- b. Findings will be shared with 25 policymakers.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Outputs Achieved

- a. A contract was put in place to begin the assessment in late FFY22.

Progress Report

Council staff met with a small group of state agency representatives to discuss the various options for completion of an assessment of mental health services for people with IDD. A decision was made to utilize the National Center for START Services to complete an assessment as they had done a similar assessment about 8 years earlier. During FFY22, Council staff worked with the National Center and Department of Human Services fiscal staff to complete an agreement. Work on this activity will be completed in FY2023.

Expected Outcomes

- a. The Council and other policymakers will have a clearer understanding of the capacity of the system and needs/issues.
- b. The findings will assist the Council in developing future activities.

Outcomes achieved

- a. Planning and a contract for an assessment were completed. The assessment will be completed in FFY23.

Progress towards achieving outcomes for overall objective:

Minimal progress was achieved. The contract is in place with activities occurring in FFY23.

State Plan Objective 2: Each year of the state plan, the Council will collaborate with others to provide two education or awareness activities related to mental health services for people with IDD.

Provide an overall description of this objective:

During the preparation of the state plan, family members and others spoke to the need for more awareness among communities and providers of the challenges faced by people with IDD and mental health concerns.

Expected Outputs

- a. Events or activities will take place in 2 communities or locations.
- b. Activities will involve 20 people with IDD, 20 family members or guardians, and 50 service providers and community members.

Outputs Achieved

- a. Council staff participated in one event in Aberdeen and 2 training sessions were held virtually for family members.
- b. Activities involved 20 people with mental health challenges, 20 family members or guardians and 15 providers and community members.

Progress Report

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

SD NAMI Conference was supported and occurred the end of September in Aberdeen, South Dakota. Approximately 55 people attended the event (20 people with mental health challenges, 20 family members, 15 providers and community members).

SC 1.4 – # of people educated or trained – 25

Council staff had a booth at the conference and shared information with attendees. Conversations were also had with the mental health service provider for Aberdeen and others regarding the Council's state plan goal and activities around mental health.

Parent Child Journey trainings were supported through a grant with South Dakota Parent Connection (SDPC). Training consisted of 10 sessions delivered once a week. Each week was called a Mile, with information and strategies building upon themselves as the weeks went by. Parents were given access to Dr. Dan Shapiro's parent Child Journey videos via a direct link to his site. They were asked to watch the videos for the week in advance of meeting with SDPC staff. At the face-to-face meeting/class, the information was discussed, and parents could elaborate on how they used the information throughout the week and changes in their parenting and their child's behaviors that occurred due to the skills they were learning.

In December 2021, the 10-week session was for parents of pre-school and school aged children who are experiencing social and emotional challenges at home and school. Two families completed the course, one family who signed up never attended; a mom with 2 daughters attended the first 3 sessions only; and one family attended the first 2 sessions only. A post survey was administered with low response. The 2 families who completed the course didn't return the surveys although one father did say that he would talk with others interested in the program and tell them how good the class was and encourage them to attend. Comments from the last night of class indicated that the format was good and did not present a hardship; neither family felt the 10 weeks was a deterrent to attending; one parent found support in being validated in the things they were trying at home; and the other parent said the examples of ways to try the strategies helped each week.

A final training was held in February 2022 with 29 families signing up. Of those, 12 persisted in following up and attending the 10-week session. This session was open to parents of any age child as the parenting tools introduced could be generalized to any age group. Post-survey results showed that 100% of the participants felt the training was high quality; useful and relevant; helped them better support or work with their child at home; training and resources helped them be more informed about their child's needs and would help them be stronger decision makers; and would recommend the training to others.

IFA 1.2 – 14 families participated

IFA 3.2 – 12 responded to surveys; 12 satisfied with the activity

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Expected Outcomes

- a. Community members, people with IDD, family members, guardians and service providers have a greater awareness of the needs of people with IDD who also have mental health concerns.
- b. Two communities learn more about people with IDD.

Outcomes achieved

- a. Awareness was provided within attendees at the SD NAMI Conference as well as for those attending the Parent Child Journey training sessions.
- b. Two providers in the Aberdeen area learned more about the Council and people with IDD and mental health concerns.

Progress towards achieving outcomes for overall objective:

Some progress was made with this objective. More opportunities to provide awareness and education will be sought during the upcoming years.

State Plan Objective 3: Each year of the state plan, the Council will collaborate on one event and/or resource that provides information for family caregivers and direct support providers on maintaining their own well-being.

Provide an overall description of this objective:

As the Council discussed the issue of mental health and people with IDD, a common topic was helping caregivers (both paid and unpaid) to understand how taking care of themselves allows them to better care for the people with IDD that they support.

Expected Outputs

- a. One event or resource will be developed and/or shared with 100 family caregivers and direct support professionals.

Outputs Achieved

None in FFY22

Progress Report

No specific activities occurred in FFY22; however, parents and providers did attend sessions at the SD NAMI conference that focused on relieving stress and avoiding burnout. No data was collected. In addition, social media posts included information on self-care for everyone and other resources available for caregivers.

Expected Outcomes

- a. Family caregivers and direct support professionals learn useful tools and resources to help them to maintain their own well-being while supporting people with IDD and mental health concerns.

**FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities**

Outcomes achieved

- a. A number of family caregivers and direct support professionals reacted to the social media posts or shared them with other family support groups.

Progress towards achieving outcomes for overall objective:

No measurable progress was achieved on this objective. More opportunities will be sought to share information and resources with family caregivers and direct support professionals.

Goal #2 – Mental Health – Narrative

Overall, this goal had little progress. Working out details of the contract for an assessment took many months, and limited staff time impacted the events that could be supported or attended and resources that were shared. As Council staff continue to make connections within the mental health field, more opportunities will be attended and supported.

**Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)**

Demographic Data **

****This is an aggregated number from all individual responses collected for the reporting FFY**

Race/Ethnicity	#	%	Gender	#	%
White, alone			Female		
Black or African American alone			Male		
American Indian and Alaska Native alone			Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races					
Race unknown					

Category	#	%
Individual with DD		
Family Member		
Geographical		
Urban		
Rural		

II. Output Measures

Objective #	Performance Measure	Performance Measure
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FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems
		Obj. 2 - 14
Denominator: TOTAL # of Survey or Evaluation Respondents:		12

Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	
IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what they want/say what is important to them	Total # of Sub-Outcome Respondents:	0	
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
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FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

The number of people who are participating in advocacy activities.	Total # of Sub-Outcome Respondents:	0	
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Performance Measure	# People with DD	# Family Members
IFA3 The percent of people satisfied with a project activity. – % Obj. 2		86%

Section IV.C. System Change Performance Measures (By Goal)

SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)

SC 1.2 The number of statute and/or regulations created or changed	Number (#)

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)
SC 1.4 The number of people trained or educated through Council systemic change initiatives	Number (#)
	25
SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	
SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	

Sub-Outcome Measures		
	SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented
Total # of Sub-Outcome Respondents:		
	SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change activities.	SC 2.1.4 # of <u>promising and/or best practices</u> implemented

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Total # of Sub-Outcome Respondents:		
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Goal # 3: Advocacy & Leadership - By 2026, the DD Network (Council, Disability Rights SD and USD Center for Disabilities) will collaborate so that people with intellectual and developmental disabilities and their families have information, training, support, and opportunities to effectively advocate and impact systems change and participate in cross-disability coalitions.

State Plan Objective 1: Each year of the state plan, in collaboration with the DD Network and others, advocacy and leadership training will continue for 35 youth and adults with IDD and 35 family members or guardians.

Overall description of this objective:

People with IDD and their family members/guardians continue to need information and training on the advocacy process and opportunities for leadership. New families enter the arena of developmental disabilities all the time and offering advocacy and leadership training impacts not only their lives but the lives of others with IDD. Policy boards at all levels need trained family members to participate and move the system forward through their actions.

Expected Outputs

- a. Partners in Policymaking training is supported to train 20 people with IDD, family members and guardians.
- b. The Youth Leadership Forum provides training to 20 youth with IDD and others.
- c. At least 5 opportunities for expanded leadership are shared with training participants.

Outputs Achieved

- a. Year 30 class of Partners in Policymaking included 20 people with IDD, family members and guardians
- b. Youth Leadership Forum provided training to 42 youth with disabilities.
- c. Six opportunities for participation on other state boards and councils were shared with Partners graduates and others.

Progress Report

Partners in Policymaking is an innovative leadership and advocacy training opportunity designed to involve and empower individuals with developmental disabilities, parents of children with disabilities and other family members. Participants apply and then a selection committee of past graduates selects the next class from the 40-50 applications received. When doing outreach, staff from Disability Rights South Dakota (DRSD) pays close attention to unserved, underserved areas of the state, including Tribal Nations. The program assists in finding transportation to and from the trainings.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

The expectation is that each Partner will commit to actively using the skills learned to encourage positive changes in the areas of community awareness, sensitivity, accessibility, and inclusion for all people with disabilities. Partners attend six 2-day training sessions from November through April. At each session, experts in disability and advocacy fields present information and interact with participants. Partners must complete homework assignments every month.

Graduation was held in-person in April 2022 for participants from year 30. Each year, the grantee invites all past graduates to attend a Continuing Education event and the evening graduation banquet. There were 20 participants in Year 30 (4 people with IDD and 12 parents/family members and 4 DRSD staff). Continuing Education was attended by 116 past graduates (30 people with IDD, 75 parents/family members and 11 support staff).

Demographic information, satisfaction and advocacy responses were provided by 61 participants at Continuing Education and the 16 class members.

IFA 1.1 – # of people with IDD participating – 4 in Partners; 30 in Continuing Ed

IFA 1.2 – # of family members participating - 12 in Partners; 75 in Continuing Ed

IFA 2.3 – # of people who are better able to say what they want or what is important to them – 12 (4+8) people with IDD and 36 (12+24) family members

IFA 2.4 - # of people who are participating in advocacy activities – 12 (4+8) people with IDD and 36 (12+24) family members

IFA 3.1 – # of people with IDD who are satisfied with the project – 22 (4+18)

IFA 3.2 - # of family members satisfied with the project – 47 (12+35)

SC 1.4 – # of people trained or educated – 51

6 legislators participated in mock testimony and learned more about people with IDD and their families; 45 family members, congressional staff, board members and others were educated during the graduation event.

The **Youth Leadership Forum (YLF)** was held in June 2021. The Transition Services Liaison Project staff coordinate the event with guidance from the YLF Steering Committee. This event provided a five-day leadership, self-advocacy and employment development training for 42 high school students with disabilities, including members of ethnic and racial minority groups and representing 28 communities across South Dakota. In addition to the delegates, team leaders, assistant team leaders, mentors, the MC and the technology person were all adults with disabilities.

YLF staff joined forces with over 65 individuals and 30 organizations, including YLF alumni, self-advocates, policymakers, several state and local agencies and organizations to provide support services and accommodations. YLF provided specific training on self-advocacy and leadership development, disability history, the legislative process, self-determination, how to be safe when using social media and career preparation to assist students in choosing vocations and making post-secondary educational choices.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

The students participated in an afternoon of volunteering at one of 5 non-profit organizations within the community to gain hands on experiences in a real work setting. In addition to the training and educational opportunities in large and small group settings, YLF delegates had an opportunity to get to know each other and socialize in a safe environment. For many of the delegates, this is the first time to experience relationship building with peers who share similar disabilities and, in some cases, different ethnic backgrounds.

In September, YLF delegates were invited to the Capital City for a one-day YLF follow-up event. This provides the opportunity for YLF staff to review many of the topics covered during YLF as well as many of the services that are available to students. It also provides an opportunity to review the student's personal goal sheets and for the students to get reacquainted. Students are also given information on various disability boards, councils and organizations and how they could get involved as a self-advocate and future leader.

On the last day of the event, 42 young adults attending the event completed the satisfaction survey in small groups with assistance from team leaders as needed. Overall, TSLP staff were happy to see 100% satisfaction rating from high school students coming from differing schools/communities and racial and ethnic backgrounds. Staff was also encouraged by the high number of responses (95%) indicating that because of YLF they are more able to advocate for themselves and what services and supports they will need in the future. Overall, the results indicate that YLF was helpful to the delegate in many areas, including self-advocacy skills, better understanding of their disability, leadership skills, better understanding of their IDPs and supports available to them and the opportunity to meet new friends.

TSLP staff also check in with students during the school year and at the one-day follow-up event. Additional follow-up with teachers, parents and students revealed that many of the students enhanced self-confidence and self-advocacy skills which have led them to some successful outcomes. Some examples include:

- A teacher from Sisseton High School reached out to TSLP staff to ask "what did we do with her student?" She was amazed at the difference she saw in his attitude and advocacy skills after attending YLF.
- A student who is applying to attend YLF for the second time, indicated on his application that an older student was making fun of one of his friends who is in his special education class. He indicated that he stood up for his friend and told the other student "Just because he has a disability, you should not make fun of him. You should treat him as you treat me and treat him normal".

Three months following YLF and during the YLF follow-up event, the participants were asked to complete a survey called "My Road to Success!!". Question: After attending YLF, I feel much more confident in my abilities. So, I have made the decision to pursue a new adventure. Please share your new adventure(s):

- College – 3 of the delegates indicated they plan to go to college
- Project SEARCH – 1 delegate started with the Project SEARCH program
- Project Skills – 6 delegates were starting to work with Project Skills

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

- Community Job – 6 delegates had started a job in the community
- Joined a new group – 1 delegate joined the National Federation of the Blind
- Applied for YLF Leader position – 6 delegates indicated they had applied to be a leader at the 2023 YLF. However, TSLP received 10 applications from delegates at YLF22.
- Applied for Partners in Policymaking – One delegate applied to participate in the Partners in Policymaking program
- Advocates for self or others – 3 delegates indicated they had advocates for themselves with one sharing that he asked his boss for more hours, and another presented at her IEP meeting
- Presented to a group/conference – 3 delegates presented to the teachers at the Transition Summer Institute

IFA 1.1 - # of people with IDD participating – 42 delegates

Demographic information, satisfaction and advocacy responses were provided by 42 participants in YLF.

IFA 2.3 – 40 people with I/DD said they were better able to say what they wanted. IFA 2-4 – 40 people with I/DD said they were participating in advocacy activities. IFA 3.1 – 42 people with I/DD said they were satisfied with YLF.

Becoming a member of another board or council is highly encouraged and opportunities are shared with all participants in Partners, Youth Leadership Forum and SD Advocates for Change. Opportunities were shared to apply for or participate in the following boards or committees: DD Council, Family Support Council, Board of Vocational Rehabilitation, Statewide Independent Living Council, Special Education Advisory Panel on Children with Disabilities, Supporting Families Community of Practice and other Division of DD workgroups.

IFA 2.5 - % of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions – 39%

IFA 2.5 - # of people with IDD on cross disability boards – 5 of 24 or 2%

IFA 2.5 - # of family members or guardians on cross disability boards – 23 of 48 = 48%

Partner graduates self-reported - 5 people with IDD and 18 family members/guardians indicated they were on the DD Council, provider human rights committees, SD Advocates for Change Leadership Team, Employment First Alliance, CSP Board of Directors, church boards, non-profit boards, Disability Rights SD boards, DakotaLink Advisory Board, Family Support Council, DSS, DDD and DHS Workgroups and the Association of SD Peer Supporters.

5 other Partner graduates (family members) were appointed to the Behavioral Health Advisory Council, Indian Education Advisory Council and SD Advisory Panel on Children with Disabilities.

DD Network Collaboration – Together, the Center for Disabilities, Disability Rights South Dakota and the Council work together to share the applications for Partners and the Youth

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Leadership Forum and all other advocacy opportunities. Staff from all three organizations participate in the trainings as presenters and facilitators of small group sessions and financially support the Partners in Policymaking program. As the DD Network directors meet monthly, changes to the Partners in Policymaking program are often discussed and support provided to find new presenters or to change up the activities provided.

Expected Outcomes

- a. More people with IDD, their families and guardians understand the process of advocating and learn skills to be better advocates, including those from rural areas and culturally diverse backgrounds.
- b. Youth with IDD have an opportunity to learn self-advocacy skills with peers who have disabilities.

Outcomes achieved

- a. Training was held for people with IDD, their families and guardians, including those from rural areas and culturally diverse backgrounds.
- b. Youth with IDD had an opportunity to learn self-advocacy skills from and with peers who have disabilities.

Progress towards achieving outcomes for overall objective:

The Council was successful in reaching this objective for FFY22. People with IDD and their family members were provided training on a variety of advocacy and leadership topics and in continuing their advocacy work as members of boards and councils.

State Plan Objective 2: Each year of the state plan, the Council will support the SD Advocates for Change (SDAC) Leadership Team to provide 2 training events for 30 people with IDD; to increase self-advocacy and leadership skills of the SDAC Leadership Team and others with IDD and encourage and support 4 people with IDD to participate as members of cross-disability boards and councils.

Overall description of this objective:

Self-advocacy has always been an important project for the Council. In the past 30 years, the Council has had 3 organizations begin projects for self-advocacy that eventually did not continue or produce the desired results. For the past 2 years, the Council director has been supporting the SDAC Leadership Team. Beginning with FFY22, Disability Rights SD submitted a proposal to support the self-advocate activities begun by the Council.

South Dakota Advocates for Change (SDAC) is the self-advocacy organization, and this objective relates to their work to meet quarterly, develop leadership, advocacy, and presentation skills, create presentations, and give those presentations to other advocates, and sharing information through newsletters, infographics and videos.

Expected Outputs

- a. SDAC Leadership Team meets a minimum of 4 times.
- b. SDAC Leadership Team develops and gives 2 presentations to 30 others with IDD.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

- c. 4 SDAC newsletters are created and disseminated.
- d. Current and past members of SDAC receive information on opportunities to become involved with other cross-disability boards and coalitions.

Outputs Achieved

- a. SDAC Team met 21 times.
- b. Leadership Team members gave 2 presentations to 22 people with IDD, 72 family members and service providers
- c. No newsletters were created or disseminated
- d. SDAC Network received information on opportunities to apply for positions on other boards and coalitions.

Progress Report

South Dakota Advocates for Change (SDAC) is supported by the Council through a grant to Disability Rights South Dakota. The Leadership Team includes advocates from across the state. 21 (Oct, Nov, Jan-2, Feb-2, Mar-2, Apr-2, May-3, June-2, July-2, Aug-2, and Sept-2) meetings were held via Zoom and in-person. Topics covered included Division of DD Waiver Renewal process; holiday traditions and what self-advocates can do for others in their communities; Disability Day at the Capitol in February (unable to attend due to weather); discussed potential video ideas to create; guest speaker on the difference between public and private and when it is appropriate for each; submitted proposal for a transition video for Lighting the Way; planned and created the video; planned to travel to Sioux Falls to present; discussed presentation for Partners Continuing Education; discussed doing a video on voting and what your rights are; assistive technology; reviewed their experience on the voting video and their desire to work on others in the future.

Video topics and areas that they would like to learn more about are People First Language, Relationships/Dating, Money Management and Stress. For the transition video, the advocates wrote scripts and did short videos via Zoom for each person to share their transition story. For the voting video, the advocates met in Pierre and enjoyed an evening of team building by tie-dying some t-shirts, enjoying pizza and lots of visiting. The next day filming was completed at the courthouse, a church where voting takes place as well as ending the filming with pictures on the front steps of the Capitol. The Advocates participated in a survey before and after the completion of the voting video. 100% of the responses were that they learned something from the experience that will be useful in life. One individual indicated she was not registered to vote and after participating in the video is now going to register. The voting video can be viewed on the DRSD website.

A survey was sent to all 21 Community Support Providers asking about self-advocate groups within their agencies. 15 agencies returned the surveys. Questions asked were:
- If their agency has a self-advocate group, contact, number of individuals in the group, the advisor or agency contact person, whether they had regular meetings as well as speakers, fund raisers and planned activities. 7 agencies indicated they had self-advocates groups within their agencies with a total membership of 117 individuals.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

- “Do you feel self-advocates would benefit from training opportunities?” 100% answered “yes” to this question. Some topics suggested were public speaking, due process and rights restrictions, abuse, neglect and exploitation, money management, developing positive relationships, guide to becoming your own rep payee, how to obtain your own guardianship if interested, and rights vs. wants.

IFA 1.1 - # of people with IDD who participated - 17

IFA 1.2 - # of family members who participated - 8

The Leadership Team included 17 adults with IDD and 12 supporters that included 8 family members.

IFA 2.3 - # of people who are better able to say what they want or say what is important to them – 17 people with IDD and 8 family members

IFA 2.4 - # of people who are participating now in advocacy activities – 8 people with IDD and 8 family members

IFA 2.5 - # of people who are on cross-disability coalitions, policy boards, advisory boards, or serving in leadership positions – 4 people with IDD and 4 family members

All 17 members of the SDAC Leadership Team and 8 family members involved were surveyed about items 2.3, 2.4 and 2.5 above and satisfaction with SDAC activities.

IFA 3.1 – # of people with IDD who are satisfied with the project – 17

IFA 3.2 - # of family members who are satisfied with the project – 8

SC 1.4 - # of people trained or educated - 95

Presentation at Partners Continuing Education – 50 people attended (19 people with IDD and 31 family members). A group of 5 SDAC members presented at Partners Continuing Education about Stress During Covid. The group did an amazing job and received many praises from their presentation. Some of those comments were: “You guys were great at letting us know what we or you can do to lower or manage our stress levels.” “The presentation was very informative. I loved it.” “The Advocates are Amazing! Great Job!” “Loved the beach ball game it wasn't just a presentation!”

Presentation at Lighting the Way Autism Conference – 45 people attended (4 people with IDD, 10 family members and 31 educators and service providers). The group did an amazing job and received many questions and praise from the attendees. The transition video can be seen on the DRSD website. www.drdsd.org

Expected Outcomes

- a. People with IDD have increased leadership and advocacy skills.
- b. More people with IDD become members of boards and coalitions.

Outcomes achieved

- a. 5 new members and 12 current members with IDD have increased leadership and advocacy skills through SDAC activities.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

- b. 4 people with IDD became members of boards and coalitions.

Progress towards achieving outcomes for overall objective:

Much progress has been made with DRSD support for the SDAC Leadership Team. There have been opportunities for the members to expand their reach across the state, do presentations using a video format as well as in-person presentations, and outreach to other advocacy groups. As the new organization works with the self-advocates, the need for a newsletter is being discussed so these outcomes may change in the future.

State Plan Objective 3: Each year of the state plan, the Council will support advocacy and leadership training for 10 Native Americans with disabilities and 20 family members.

Overall description of this objective:

Council members discussed the need for advocacy and leadership training for Native Americans with disabilities and their family members for several years. Although many Native Americans with disabilities and their family members participate in Partners in Policymaking, they have expressed a desire for training that is designed to address tribal governance and Bureau of Indian Affairs school issues that differ from most of what is shared during Partners. The Council also wanted to reach younger people with IDD as part of this process. In FFY21, funding was made available to the Oyate Circle for a three-year period to develop and implement a training.

Expected Outputs

- a. 30 Native Americans with disabilities and their families receive advocacy and leadership training.

Outputs Achieved

- a. 57 Native Americans with disabilities and their families receive advocacy and leadership training.

Progress Report

The Center for Disabilities' Oyate Circle is led by two respected Native American leaders. In FFY21, the Council approved a grant with the Oyate Circle to develop a curriculum and provide training for adults with disabilities and parents of children with disabilities who are Native American. The Oyate Circle staff recognized that education and access are vital to promoting self-advocacy for Native American communities. It is also paramount that trusted partnerships are formed between tribal, state, private and non-profit organizations. While formal systems and structures are important, individuals and their values and attitudes, and informal relationships should not be overlooked in their influence on change.

Oyate Circle is uniquely equipped to provide training for Native Americans with IDD and their families in a manner that is culturally respectful. For example, included in the trainings is that traditionally tribal languages did not have a word for disability, rather that each individual was to "find their way" as a tribal member. This reminds attendees of their

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

value and importance in the community. One high school student at Lakota Tech High School poignantly asked, “Why are we not being taught about this?” The students question and the implication that there was a desire for more training was reflected in the completed evaluations. Attendees were given the following options and asked to indicate which training they would like to see offered in their community: Employment for Individuals with Disabilities; Policy and Working with State Agencies; Disability Awareness and Training for our Community; Specific Disabilities such as Autism and Fetal Alcohol Spectrum; or Native American Culture. Every training option was selected by multiple people. The selection of a variety of topics indicates that tribal members are engaged in advocacy and support for their tribal members with disabilities and wish to continue in their efforts to improve the lives and access to services. Of those participating in the evaluations, there was a 41% increase in the number that planned to increase their advocacy activities because of their participation in the training.

Partnering with a Life Course Ambassador, the team “indigenized” two worksheets used in the Charting the LifeCourse training, the first in the country to do so. The Integrated Services and Supports Star Worksheet and Life Trajectory Worksheet were redesigned with culturally appropriate colors, language and symbols and were approved by the University of Missouri Kansas City Institute for Human Development (UMKC-IHD) which developed the Life Course materials. UMKC-IHD indicated their interest in working with Oyate Circle to develop or “indigenize” other training materials. The LifeCourse Ambassador has been contacted by the Minnesota Community of Practice for Person Centered Thinking about the use of these revised worksheets.

Trainings involved building trusted relationships with community members and leaders and allowed them to see the commitment of Oyate Circle to work with them in partnership to increase resources, access to services, and make connections to non-tribal organizations. Building trust is a long process, created through small interactions such as the evening training at Lakota tech High School. A member of the Oglala Lakota County School District Board arrived for the training, stating she could only stay for about 15 minutes. However, she became engaged and attended the entire training. The School Board member shared that she felt the Advocacy and Leadership training should be offered to all the schools in her district.

The relationships developed through the Advocacy and Leadership training on the Pine Ridge and Sisseton/Wahpeton were further evolved when the teachers, school administrators and tribal vocational rehabilitation counselors were contacted later to seek their partnership on a summer program for young adults. Each person was eager to join and support another training for members of their tribal community.

Attendees that completed the evaluation all indicated they were extremely satisfied with the activity. At the two adult trainings, persons who were in the building for other reasons would stop in to see what the training was about and decide to take a seat and join in. At the end of the trainings, people stayed to visit with Oyate Circle staff and with other attendees to discuss the presentation, get further information and share experiences.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Demographic and advocacy information was provided by 60 participants. A paper evaluation method was used, in conjunction with culturally appropriate discussion about satisfaction with the activities.

IFA 1.1 - # of people with IDD participating – 40

IFA 1.2 - # of family members participating – 20

Four training sessions were held on three reservations.

IFA 2.3 - # of people who are better able to say what they want or say what is important to them – 25 people with IDD and 10 family members

IFA 2.4 - # of people who are participating now in advocacy activities – 9 family members

IFA 2.5 - # of people who are on cross disability coalitions, policy boards, advocacy boards, governing boards and/or serving in leadership positions – 5 family members

IFA 3.1 - % of people with IDD who are satisfied with a project activity – 40 participated and 40 were satisfied

IFA 3.2 - % of family members satisfied with a project activity – 20 participated and 20 were satisfied

SC 1.4 - # of people trained or education – 10 service providers, school board members and others were trained or educated

Expected Outcomes

- a. Native Americans with disabilities and their families receive information and education that is beneficial to them when accessing services.

Outcomes achieved

- a. Native Americans with disabilities and their families participated in culturally appropriate training on advocacy and leadership.

Progress towards achieving outcomes for overall objective:

Outcomes were met for this objective. Progress was made in providing training on advocacy and leadership to Native Americans with disabilities and their families. Covid-19 restrictions initially cancelled several training sessions, but they were eventually rescheduled and held. The training for high school students with disabilities was well received. The Council is hopeful for progress in future years.

Goal #3 – Advocacy & Leadership Development – Narrative

The outcomes for this goal were met for FFY22. The Council looks forward to continuing to provide opportunities for advocacy and leadership development for people with IDD and their families in the coming years.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)
Demographic Data **

****This is an aggregated number from all individual responses collected for the reporting FFY**

Race/Ethnicity	#	%	Gender	#	%
White, alone	114	57.29%	Female	125	37.19%
Black or African American alone	1	.5%	Male	74	62.81%
American Indian and Alaska Native alone	68	34.17%	Other		
Hispanic/Latino	1	.5%			
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races	15	7.54%			
Race unknown	6				

Category	#	%
Individual with DD	95	55.56%
Family Member	76	44.44%
Geographical		
Urban	25	17.99%
Rural	114	82.01%

III. Output Measures

Objective #	Performance Measure	Performance Measure
	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported in activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems
	Obj. 1 – 76 Obj. 2 – 17 Obj. 3 – 40	Obj. 1 – Partners – 87 Obj. 2 – 8 Obj. 3 – 20

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Denominator: TOTAL # of Survey or Evaluation Respondents:	121	83
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Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	52%
IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	64%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what they want/say what is important to them	Total # of Sub-Outcome Respondents:	94	48
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA1.1 total = 77%	Total sub-outcome # / IFA1.2 total = 58%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Total # of Sub-Outcome Respondents:	69	53
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = 52%	Total sub-outcome # / IFA1.2 total = 64%

Sub-Outcome Measures	Projects	# People with DD	# Family Members

**FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities**

The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Total # of Sub-Outcome Respondents:	9	27
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		Total sub-outcome # / IFA1.1 total = 7.4%	Total sub-outcome # / IFA1.2 total = 3.2%

Performance Measure	# People with DD	# Family Members
IFA3 The percent of people satisfied with a project activity.	100%	90%

Section IV.C. System Change Performance Measures (By Goal)

SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)

SC 1.2 The number of statute and/or regulations created or changed	Number (#)

SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)

SC 1.4 The number of people trained or educated through Council systemic change initiatives	Number (#)
	156

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	
SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	

Sub-Outcome Measures		
	SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented
Total # of Sub-Outcome Respondents:		
	SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change activities.	SC 2.1.4 # of <u>promising and/or best practices</u> implemented
Total # of Sub-Outcome Respondents:		1

SECTION V: COUNCIL Financial Information [Section 124(c)(5)(B) and 125(c)(8)]

Council is its own DSA: ___Yes ___X___No

Fiscal Information for Programmatic Purposes ONLY

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

Purpose: In this section, Councils are to identify the obligation and liquidation status for the 3 FFY of funds

1. Fiscal Year	YR FFY2022
2. Reporting Period	10-01-2021 – 09-30-2022
3. Total Federal Fiscal Award for Reporting Year	\$ 527,570.00
4. State Funds Contributing to Council State Plan Activities	
5. Additional Council Funds Used for Other Activities	\$ 26,055.58
6. Federal Share of Expenditures	\$ 167,388.23
7. Federal Share of Unliquidated Obligations	\$ 353,752.85
8. Unliquidated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	\$ 6,428.92
9. Match Required	\$175,856.67
10. Match Met	26,055.58
11. Match Unmet	\$149,801.09

1. Fiscal Year	YR FFY2021
2. Reporting Period	10-01-2010 – 09-30-2021
3. Total Federal Fiscal Award for Reporting Year	\$539,580.00
4. State Funds Contributing to Council State Plan Activities	
5. Additional Council Funds Used for Other Activities	\$ 3,686.63
6. Federal Share of Expenditures	\$ 539,580.00
7. Federal Share of Unliquidated Obligations	
8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	
9. Match Required	\$ 179,860.00
10. Match Met	\$270,779.08
11. Match Unmet	

1. Fiscal Year	YR FFY2020
2. Reporting Period	10-01-2019 – 09-30-2020
3. Total Federal Fiscal Award for Reporting Year	\$533,068.00
4. State Funds Contributing to Council State Plan Activities	\$ 7,500.00
5. Additional Council Funds Used for Other Activities	\$ 32,009.65
6. Federal Share of Expenditures	\$ 533,068.00
7. Federal Share of Unliquidated Obligations	

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	
9. Match Required	\$177,689.33
10. Match Met	\$ 177,689.33
11. Match Unmet	

Dollars leveraged for the reporting year being reported: \$0

SECTION VI: MEASURES OF COLLABORATION

Purpose: In this section, Councils are to discuss collaborative efforts with specific DD Network partners and other collaborators separate from the planned DD Network Collaboration goal/objective.

1. Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the Council and the P&A, the Council and the UCEDD, the Council and other collaborators may have worked on during the reporting period
 - a. Voting access and turnout of people with disabilities
 - b. 2023 South Dakota Conference on Developmental Disabilities
 - c. Having a greater presence in tribal communities and enhanced involvement of Native American people in Network activities and events
 - d. Need for additional self-advocate leaders, trainers and peer mentors across the state.
 - e. Current status of mental health services for people with IDD
 - f. ACT Early materials development and dissemination
 - g. Direct support professionals' shortage and possible training needed

2. Identify the Area of Emphasis collaboratively addressed by the DD Council and Collaborators

Area of Emphasis [Check Applicable area(s)]			Recreation
X	Quality Assurance		Quality of Life
	Education & Early Intervention		Other – Assistive Technology
	Child Care	X	Other – Cultural Diversity
X	Health	X	Other – Leadership
	Employment		Other – please specify
	Housing		Other – please specify
	Transportation		Other – please specify

The report should include a narrative progress report that cohesively describes the activities that were implemented by the Council and the P&A, the Council and the UCEDD, the Council and other collaborators. DD Network.

FFY 2022 Annual Report – FINAL
South Dakota Council on Developmental Disabilities

For at least one of the issues/barriers identified above describe:

- (a) the issue/barrier;

Voting Access and turnout of people with disabilities

- (b) collaborative strategies to address issue/barrier and expected outcome(s);

All three DD Network partners worked together with the Oyate Circle staff to complete a video, flyer, and social media posts related to the importance of voter turnout among the Native American tribes in our state. The flyer was disseminated by Oyate Circle staff during their visits to all the reservations. The director for the Oyate Circle was also able to provide a radio interview at a tribal radio station to promote voting. Also shared was information on what to do if the polling place is not accessible. Disability Rights South Dakota staff did in-person visits and phone calls to polling sites to assess their accessibility and shared information on voting rights for people with disabilities. SD Advocates for Change Leadership Team members did short videos encouraging people with disabilities to vote and these were shared on all social media options available.

- (c) the DDC's specific role and responsibilities in this collaborative effort. Include any technical assistance expertise DD Council staff can provide to other States in this area:

Council staff were part of the review of the materials developed and creation of the short videos by self-advocates. Minimal financial support was needed. No technical expertise was needed for this project.

- (d) briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired; and

No problems were encountered beyond some Covid-19 restrictions early in the process when sharing information with tribal organizations.

- (e) any unexpected benefits of this collaborative effort.

In looking at voter turnout for reservation counties, it was higher than in years past, so maybe some of that was due to the activities of the DD Network.